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After School Equine Program for At-Risk Youth

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After School Equine Program for At-Risk Youth

Description

Adolescents face many challenges in regards to their social, emotional, cognitive, and physical development. Factors such as low socioeconomic status, drug abuse, low education rate, and abusive homes all contribute to a youth's behavior. Miller Education Center (MEC) is an alternative middle and high school in Hillsboro, Oregon. The school offers alternative education options for youth who need more support in their role as a student. It was identified that there are no after school programs offered through MEC. Upon review of the literature, development of a needs assessment, and survey of faculty, it was identified that MEC would benefit from an after school equine program. It was proposed that an after school equine pilot program would offer MEC students a unique opportunity designed to promote emotional growth and positive engagement through the utilization of a variety of equine experiential activities

Disciplines

Occupational Therapy

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After School Equine Program for At-Risk Youth



Nicole Cavender, Dana Loft, Kristin McMillen, & Lindsey Rohde
Innovative Practice Project
Pacific University
April 30, 2014



Program Overview

Adolescents face many challenges in regards to their social, emotional, cognitive, and physical development. Factors such as low socioeconomic status, drug abuse, low education rate, and abusive homes all contribute to a youth's behavior. Miller Education Center (MEC) is an alternative middle and high school in Hillsboro, Oregon. The school offers alternative education options for youth who need more support in their role as a student. It was identified that

there are no after school programs offered through MEC. Upon review of the literature, development of a needs assessment, and survey of faculty, it was identified that MEC would benefit from an after school equine program. It was proposed that an after school equine pilot program would offer MEC students a unique opportunity designed to promote emotional growth and positive engagement through the utilization of a variety of equine experiential activities



Partnerships with Community Organizations

Pacific University

Four students from the school of occupational therapy partnered and collaborated with MEC during the 2013-2014 school year. The mission of the school of occupational therapy at Pacific University is to: "provide(s) transformational education of students, integrating humanistic values with the best scientific evidence to become occupational therapists committed

to occupation-based practice, lifelong learning, service, and advocacy" (Philosophy, design, and curricular structure, 2013). The partnership between Pacific University and MEC supports the mission of the school of occupational therapy to provide students with educational opportunities while also providing services to and advocating for underserved populations.

Miller Education Center

MEC can accommodate approximately one hundred and twenty five students. This organization plays a vital role in providing opportunities for academic success and job readiness training to students in the Hillsboro School District. The mission of the Hillsboro School District and MEC is to engage and challenge all learners to ensure academic success. The faculty of MEC takes an active role in the lives of the students of MEC, and is passionate about the students being supported in all aspects of their lives. Students with academic and/or behavioral challenges in their typical middle school or high school can apply to MEC, and are admitted following a referral from a school counselor, application process, and interview with the faculty of MEC (Miller Education Center [MEC], 2013).

Adolescents attend an alternative school for a variety of reasons, which include poor attendance, not being able to keep up with the academic rigor of school, involvement in criminal activities

that have led to the court system, teen pregnancy, and frequent discipline referrals. These factors are influenced by the social structure of a lower socioeconomic system, and are characteristics of limited access to medical services in the community. The student population is of low socioeconomic status and many students at MEC have been exposed to poverty, violence, substance abuse, and gang activity; all of which are factors associated with high dropout rates. Students are encouraged by faculty to participate in community service projects and programs designed around factors of resiliency such as self-esteem, confidence, development of successful coping strategies, and motivation (MEC, 2013).

Summerfield Equestrian Center

Summerfield Equestrian Center is owned and run by a Washington county resident, Anne Stevens. Anne has an interest in therapeutic riding with a focus on mental health. Her vision is to have a partnership with MEC in which youth will benefit from forming an emotional connection with horses, and will gain a skill set that will support their overall well being (Sandra Rogers, personal communication, September 27, 2013). The facility is located on 20 acres and is ten minutes from MEC, which makes it an ideal candidate for partnering with MEC. The facility currently boards 15 horses ranging in temperament from docile to energetic. Five horses have been identified for the after school equine program and are considered “safe” to work with new handlers. A “safe” horse refers to one that does not engage in dangerous behavior such as bucking, bolting, biting, spooking easily, kicking, and is not reactive; essentially, “bomb proof.” The community at Summerfield Equestrian Center is comprised of children and adults varying in ages from middle to upper socioeconomic standings. Individuals active at the facility are passionate about riding, developing horsemanship skills, equine training, and equine health. The culture of Summerfield is largely influenced by specific horse and barn rules that must be followed diligently by individuals with a desire to participate in equine interactions.



Program Description

An after school equine program has been developed and implemented as a three session pilot study. The program has partnered with Pacific University School of Occupational Therapy, MEC, and Summerfield Equestrian Center in order to provide a unique equine program that will offer a challenging and fun form of experiential learning at no cost to MEC students. Two students of occupational therapy each conducted a literature review of the psychosocial benefits of at-risk youth working with horses. Results of the literature

review indicate that psychosocial factors, such as self-esteem, self-efficacy, confidence, and motivation for at-risk youth are supported through equine therapy.

In addition to surveying interests and potential participants (See Appendix A for faculty pre-survey), further development of the equine program included curriculum development centered on the hands-on learning styles of the students as identified in the faculty survey. The lay-out of the curriculum focused on ground work, horse education, horse communication, and teambuilding skills (See Appendix B for curriculum). To further support learning, handouts

were provided on horse body language and vision parameters of the horse to support safety and increase comfort and awareness of students working with the horses.

To address liability issues and gain parental consent, a permission slip for the after school program was created and approved by the MEC principal (See Appendix C for permission slip form). Student contracts were also created for signing an agreement for barn policy and appropriate behavior expectations (See Appendix D for student agreement).

The after school equine program has been developed to promote skills such as building positive relationships, increasing self confidence, understanding nonverbal communication, improving emotional regulation, and demonstrating responsibility and empathy for others in order to increase independence in their role as a student and as a growing individual. Additional needs that are addressed in the program include increasing skills in safety, judgment, and awareness of self and the external environment. In order to work toward improving these skills, the occupational therapy students used the student's work with horses as a therapeutic agent.

Transportation to the equestrian center was provided by Pacific University.

The MEC students participating in the pilot sessions were identified by indicating an interest in the program through a short questionnaire. Outcome measures for the pilot program include a pre and post survey completed by the MEC participants (See Appendix E for student pre and post-survey results). The survey was created to capture information regarding the student's prior experience with horses and personal client factors such as current development of emotional regulation, self-esteem, teamwork, and communication skills. The survey was given at the beginning of the first session and again at the end of the program. Results were analyzed and compared to the baseline data in order to help determine the effectiveness of the program. Results showed an improvement in student self-efficacy, team building skills, and self-awareness. MEC faculty also reported a noticeable increase in student empathy during school (See Appendix F for faculty post-survey results). The end program goal was to create a sustainable equine program for the students of MEC to promote emotional growth and positive engagement through the utilization of a variety of equine experiential activities.



Why occupational therapy and the equine program?

MEC students face many challenges in regards to their social, emotional, cognitive, and physical development. Their environment and experiences help mold the person they will become. A student's occupational performance depends on a goodness of fit between the transactions between external characteristics (environment), internal characteristics (person), and the occupations they engage in. The

interaction of these three entities is examined to create a whole picture of an individual. Understanding this dynamic was important when designing a new program in which the expectations are to expand the occupational performance of the students of MEC through the acquisition of new skills.

The goals of the after school equine program from an occupational therapy perspective will focus on occupational exploration, building skills for trusting relationships, verbal and non-verbal communication, regulation of emotion and behavior, safety, judgment, and overall awareness of self and the external environment through the use of working with the horse on the ground. Occupational therapy looks at individual or population needs by evaluating performance skills and client factors (AOTA, 2008). Activities are then analyzed by the occupational therapist to challenge and strengthen the skills needed to live independently. Through the knowledge provided by the occupational therapist, and through the aid of the horse as a therapeutic agent, the MEC students will acquire the above life skills in order to learn how to live independently.



Reflections from occupational therapy students

The results of the three-day pilot program were extremely promising. Based on post surveys from the student participants and staff of MEC, the students showed an improvement in self-efficacy, team building skills, and self-awareness. Faculty reported an increase in student empathy. Areas that did not show improvement include awareness of the emotions of others, emotional regulation, and self-esteem. However,

it is possible that students had a change in self-awareness after the program and may have rated themselves with greater self insight thus affecting the results of the survey. In addition, one limitation we identified pertaining to the surveys was the level of literacy and comprehension of the participants. It is recommended that for further surveys given that the staff read through each question making sure the participants understand what the question is asking.

Areas for improvement include staff education of the program, including objectives from an occupational therapy perspective, increased communication between stakeholders, increased communication between faculty of MEC and parents of the participants, timing, transportation, and selection of students.



Future program development and sustainability

The equine program is the only after school program currently offered at MEC. The after school program offers therapeutic experiences as well as allows students to build skills in horsemanship. Summerfield Equestrian Center believes in the future of the equine program and is offering the use of their facility at no cost to the program.

The pilot program of the after school equine program was ran solely on the donation of access to the horses, equipment, and facilities, as well as volunteers from the MEC faculty and Pacific University, and the occupational therapy students proposing this program. Future donations contributed to the program will allow the students to

work with trained professionals who will promote emotional, cognitive, and physical growth in MEC students. Program development and sustainability will need to be addressed in order for the program to continue.

Future funding ideas for program sustainability include:

- Selling MEC or Summerfield logo apparel
- Fundraising events
 - Car washes
 - Dances
 - Concerts
 - Running events
 - Riding events
 - Pony rides
- Sponsoring an MEC student
- Sponsoring a fundraising event
- Sponsoring a horse
- Donating equipment to the program
- Scholarship programs
- Money donations
- Open barn to the public
- Writing letters to companies asking for donations (*Request a set annual donation by companies)

**MEC students will strongly be encouraged to take part in hosting or volunteering during fundraising events. This will increase their commitment and motivation in the program. Through this, students will learn to take responsibility and to work toward something they want to see happen.

Other recommendations for sustainability include:

- Capstone projects and partnership with Pacific University students of occupational therapy
- Partnership with future programs developed by Pacific University health care profession students
- Further support and involvement from staff and administration of the Miller Education Center
- Hiring of a certified riding instructor
 - To teach skills in horse management, riding, and safety
- Hiring of an occupational therapist
 - To incorporate the horse as a therapeutic agent to build life skills and personal growth in order for the students to succeed in their roles as a student
- Volunteers
 - To provide side walkers, horse leaders, and an extra hand in tasks for the sustainability of the program



Conclusion

A three session pilot program was implemented in March of 2014. Participants and MEC faculty completed a survey at the beginning and the end of the pilot program in order to help determine the efficacy of the program. Results showed an improvement in student's self-efficacy, teambuilding skills, and self-awareness. MEC faculty also reported a noticeable increase in student empathy during school. Along with positive pilot program results, the equine program provides a unique opportunity to offer occupational therapy services to the at-risk population using horses as a therapeutic agent. Horse's body language reveals feelings and actions of others, thereby serving as a tool to break down barriers and communication blocks. This requires students to develop coping strategies to manage their feelings and emotions. To get a 1400-pound animal to follow directions on your

command in a non-threatening manner can be an empowering experience for at-risk youth. It is the hope of the students of occupational therapy at Pacific University that MEC students will continue to be provided opportunities to work with horses through the after school equine program in the years to come.

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Appendix A:

Pre-Survey for MEC Faculty

After School Equine Program Survey

Graduate students at Pacific University have created this survey. They are interested in learning your thoughts regarding the development of an afterschool equine program where students will engage in hands-on education sessions interacting with horses from the ground. The intent of this survey is to help direct our focus on program development, gauge the interest level of your students, and to gain a better understanding of your overall student population.

On a scale of 1-5, please rate the following five questions:

1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree

1. Your students would be interested in an afterschool horse program.

Circle: 1 2 3 4 5

RESULTS: 5, 3, 5, 4, 4, 5

MEAN: 4.3

2. Your students would benefit from working with horses.

Circle: 1 2 3 4 5

RESULTS: 5, 3, 5, 4, 4, 5

MEAN: 4.3

3. In the past the parents of Miller Education Center students have been supportive of creative after school programs.

Circle: 1 2 3 4 5

RESULTS: I don't know, 2, 4, 4, 4, 5

MEAN: 3.8

4. You would be interested in assisting with this program. For example, student supervision, program development, curriculum development, etc.

Circle: 1 2 3 4 5

RESULTS: 5, 3, 5, 1, 4, 3

MEAN: 3.5

5. Your faculty would be supportive of this program.

Circle: 1 2 3 4 5

RESULTS: I cannot speak for them, 3, 3, 3, 4, 5

MEAN: 3.6

6. In regard to question 1, why do you think the students may or may not be interested?

RESPONSES:

- HORSES REFLECT THE HANDLER. MOST CAN BE GENTLE AND KIND.
- WHAT ARE THEY GOING TO DO?

- WE HAVE MANY KIDS WHO HAVE LOTS OF INTEREST IN ANIMALS BUT NOT MANY OPPORTUNITIES – THEY WANT THESE KINDS OF OPPORTUNITIES
- NEW ACTIVITY, NEW OPPORTUNITY (EXPAND LIFE EXPERIENCES)
- I THINK OUR POPULATION WOULD LIKE HANDS-ON AND ACTIVE ACTIVITIES. MOST OF THEM DON'T HAVE THIS OPPORTUNITY, WHICH THEY WOULD ENJOY
- THEY NEED SUPPORT, POSITIVE RELATIONSHIPS, POSITIVE LIFE EXPERIENCES

7. In regards to question 2, in what ways do you think your students would benefit from this program?

RESPONSES:

- THEY MIGHT LEARN NEW PERSONAL AND HORSEMANSHIP SKILLS.
- HOW MANY KIDS CAN BE INVOLVED
- FOCUS OF LOVE AND ATTENTION ON AN ANIMAL, JOB-READINESS SKILLS
- RESPONSIBILITY, COMMITMENT OF TIME AND ENERGY
- I'M SURE ANY AFTERSCHOOL PROGRAM WOULD BENEFIT OUR STUDENTS. W/ OR WITHOUT HORSES.
- MANY OF OUR STUDENTS HAVE ATTACHMENT ISSUES AND NO COPING SKILLS, ANGER MANAGEMENT

8. In regard to question 4, in what way would you be interested in assisting with this program?

RESPONSES:

- I WOULD BE INTERESTED IN HELPING ANY WAY THAT I CAN. THIS IS A VERY INTERESTING TOPIC FOR ME. I HAVE COMPLETED PART 1, EAGALA TRAINING.
- PERHAPS DEVELOPING CURRICULUM OR OTHER PARTS OF PROGRAM DEVELOPMENT
- AS A TEACHER IN THEIR NEIGHBORHOOD SCHOOL
- I COULD DO ANYTHING TO HELP. I DON'T KNOW ANYTHING ABOUT HORSES THOUGH.
- NOT SURE – I WOULD TEACH AND SUPPORT

9. What are some of the interests of your students?

RESPONSES:

- VIDEO GAMES.
- COMPUTER GAMES
- VIDEO GAMES, SPORTS, ANIMATION, ART (CREATING)
- SURVIVAL

10. What do you think are the primary learning styles of your students (hands-on, auditory, visual, and tactile)?

RESPONSES:

- PRIMARILY HANDS-ON AND LEARNING BY DOING.
- ACTIVE HANDS-ON

- HANDS ON, ACTIVE
- HANDS-ON, TACTILE, VISUAL, INTERPERSONAL
- HANDS-ON

**11. What do you think an after school equine program should focus on for the students?
For example, team building, communication, trust, self-esteem, etc.**

RESPONSES:

- ALL OF THE ABOVE
- SELF-ESTEEM, TRUST
- YES, YES, YES ALL OF THE ABOVE
- SELF-ESTEEM AND TRUST WOULD BE GREAT
- TRUST, SELF ESTEEM, COMMUNICATION

12. What concerns, if any, do you have about the development of this program?

RESPONSES:

- FUNDING, SUSTAINABILITY, OVER PROMISING AND UNDERDELIVERING
- THE AMOUNT OF COMMITMENT ON STUDENTS' BEHALF
- SUSTAINABILITY, FUNDING, SCHEDULING – WHAT STUDENTS GET TO PARTICIPATE
- LONGEVITY, ACCESS-ROOM FOR EVERYONE THAT NEEDS IT

Appendix B:

Pilot Program Curriculum

After School Equine Program Pilot Program Curriculum

First session:

GOAL: Horse safety, exposure to the horse they will be working with, haltering, grooming

* Pre-test survey (~5 *minutes*)

* Discussion including: (~5 *minutes*)

- Fears they may have
- what they currently know about or have heard about horses
- what experiences have they had, if any, with horses

*Horse education (~15 *minutes*)

– safety including:

- approaching a horse, walking around, noises, horses blind spots and where they can/can't see
 - educate on flight or flight instincts in the horse on the external environment
 - importance of safety, awareness, good judgment
- Go over handouts on horse body language
 - explain how the horse is mirror image of your emotions
 - importance of emotional regulation

* Haltering Demonstration (~5 *minutes*)

* Grooming Demonstration (~10 *minutes*)

- brushing, different brushes and how to use each one, cleaning hooves

* Split up - MEC students (~40 *minutes*) (2 students max to one horse)

- have students practice haltering their horse in the stall

*Grading: level of assistance

- instructor takes horse out of stall and introduce quick release knot
- practice/try grooming on their designated horse

*Grade down: student can just stand near horse or pet horse instead.

Instructors can provide assistance and support.

*Grade up: have student clean out hooves (just front feet vs all four)

- spend time with and just get to know their horse

* Re-group for discussion (~10 *minutes*)

- Discuss how things went for them.
 - any fears arise? if so, how did they overcome their challenge?
 - have students discuss any non-verbal communication they observed in their horse and how they responded to it.
- discuss comfort levels
- What to expect the following week
 - Goal for next week: Halter, Groom, and Walk your horse
- Questions?

END of Session 1: Total ~90 *minutes*

Second session:

GOAL: Halter, Groom, and Walk horse

* Discussion (~5 minutes)

-Review

– what did you learn last session?

- Review observations of your horse? (Communication)

- Notice any personality traits in your horse?

- Remind students to practice safety, good judgment, and awareness when working with their horse

-Questions?

*Split to designated horse with group (2 students to a horse max).....(~10 minutes)

- Students review taking the halter on and off while horse is in the stall

*Grade down: Instructor stands near horses head or controls horse from walking away from student when student is haltering

*Grade up: Allow student to figure out for themselves how to keep the horse from walking away when haltering

*Instructor walks horses and ties them in the aisle way in preparation for students to groom them (~5 minutes)

- Review quick-release knot

*MEC students groom their horses (~20 minutes)

-students will communicate and problem solve with each other on how they would like to split up grooming tasks equally

Grade down: instructor provides assistance and support

Grade up: students clean hooves

* Demonstrate how to lead the horse (~5 minutes)

* After demonstration, allow MEC students to lead their own horse in the arena (~20 minutes)

- Walk horse forward (in a straight line, in a circle, and in a figure 8). Stop horse and back up the horse.

- Grade down: walk in a straight line only, and stop horse

- Grade up: learn to lunge the horse as well, or have horse side step (if annex horses know this command)

* Review quick release knot again (~5 minutes)

-Have MEC students try the knot

*Grade down: explore quick release leads (factory made)

*Grade up: explore other styles of quick-release knots

* Animal husbandry (~15 minutes)

– Clean a stall, feed a horse, change water

* Have student return horse to stall and take off their halters

* Re-group for discussion (~5 minutes)

- Discuss how the day went

- Any fears or challenges?

- Goals for next week: Catch own horse, halter, lead, groom, obstacle course, and CELEBRATION!!!

- Questions?

Pictures are taken throughout the session (liability form -)

END of Session 2: Total ~90 minutes

Third session:

Goal: Catch own horse, halter, lead, groom, obstacle course, and CELEBRATION!!!

(Team to barn at 12:30 to set-up obstacle course)

*Discussion (~5 *minutes*)

- thoughts on what has been learned so far based on their experiences
- social behavior discussion on horses vs people
 - including how we each communicate and show emotion
- when to lead and when to follow, building a trusting relationship with the horse and how those skills can relate to building trusting relationships with the people around you

*MEC students catch, halter, and groom their horse(~20 *minutes*)

- Grade down: instructors provide assistance
- Grade up: these students can volunteer to provide assistance in helping the other students get their horses ready
 - this idea encourages leadership, as well as being able to quickly learn the behavior's of a horse that they haven't been working with

* Allow time for students to work with their horses(~10 *minutes*)

- i.e. Reviewing and practicing walking the horse in a straight line, circles, figure eights, stopping, backing up, side stepping, or lunging.
- this is the time where students can work on whatever they wanted to personally review for themselves that they have learned so far in the past two sessions

* Demonstrate Obstacle course and have MEC students perform course with their horse:(~30 *minutes*)

-Platform, ground rails, around barrels, back horses up or around something

- * Grade down: do circles or figure eights instead
- * Grade up: try trotting the horse through parts of the obstacle or on straight away

*Post-test survey (~5 *minutes*)

*CELEBRATION - cookies, juice, give picture frames with their horses (~20 *minutes*)

END of Last Session of Pilot Program: ~90 *minutes*

Appendix C: *Parent Permission Slip*



AFTER SCHOOL HORSE PROGRAM Parent Permission Slip

Dear Parents,

We are graduate students studying Occupational Therapy at Pacific University. We have extensive training as instructors working safely with horses. Horse programs offer a unique and fun hands on learning experience for students. Youth have been shown to enhance communication skills, gain confidence, improve self-esteem, and learn about managing their emotions through working with horses. Your child has identified that they are interested in this project, and we feel they would benefit from working with horses. Students will learn about and work with horses from the ground at Summerfield Equestrian Center, which is a local barn in Hillsboro, Oregon. The program is of no cost to the students participating; students will be given all the resources they need to participate. Students will leave from Miller Education Center (MEC) at 2:45pm on Monday afternoon, be driven by van to Summerfield Equestrian Center, and will return back to MEC at 4:45pm. Students will not be riding horses, but instead will learn about horses, how to care for a horse, and how to work with horses. If you have any questions, please contact Connie Saul, middle school teacher at MEC, at 503-844-1680.

Who: Your child will be working with graduate students and faculty from Pacific University's Occupational Therapy Program

What: After school program working with horses

When: Monday, March 3rd, 10th, and 17th from 2:30-4:30pm

Where:

FROM:

Miller Education Center
440 SE Oak Street
Hillsboro, OR 97123
Phone: 503-844-1680

TO: Summerfield Equestrian Center
6970 Rood Bridge Rd.



Hillsboro, OR 97123

website: <http://www.summerfieldequestriancenter.com>

In case of an emergency, you can reach your child during the after school program at:
Sandra Rogers, 503-703-1609.

*** PLEASE RETURN THIS PAGE TO YOUR CHILD'S HOMEROOM TEACHER AT MEC**

By providing your signature, you acknowledge that your student will be traveling from Miller Education Center to Summerfield Equestrian Center from 2:30-4:30 on March 3rd, March 10th, and March 17th. Your student will return to Miller Education Center at 4:45pm.

Childs name _____ Child's shoe size _____

I, _____, am the parent or legal guardian of the child listed above. I give my permission for the above child to participate in the after school horse program with graduate students from Pacific University. I understand that this is being done for educational purposes. I also understand that I may ask any questions about this activity prior to signing this consent form.

Safety is our number one priority. In the case of an emergency, Miller Education Center, Pacific University, and Summerfield Equestrian Center will not be held liable.

Parent Signature _____ Date _____

Phone Number _____

How would you like your child to be transported home? (please check)

☐ Walk, public transportation ☐ Pick up by parents ☐ Need transportation

Emergency contact information for your child:

Name _____ Phone Number _____

Relationship to student _____

I give permission for my child to be photographed: _____

Parent Signature

Appendix D: *Student Agreement*

Miller Education Center After School Equine Club

Student Agreement

Student name: _____

Grade level: _____

As a member of the equine club, I will:

- Show respect for myself, all animals at the stables, and clubs instructors.
- Be kind and helpful to other club members.
- Obey all club and stable rules.
- Show respect for the stables by not vandalizing or stealing.
- Only work with the horse I am assigned to.
- Stay at the stables and with my group during club practice.
- Attend all 3 club sessions.
- Have fun!

Student Signature

Date

Club Instructor Signature

Date

Appendix E:

Student Pre- Post Survey Results

STUDENT PRE AND POST SURVEY RESULTS:

On a scale of 1-5, please rate the following questions:

1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree

Pre-Survey

1. I have worked with horses before.

yes=2 no=2

50/50 or 75/25 (if excluding 4th student who did not finish pilot study)

Post Survey

1. I want to continue with this program next year.

yes no

yes = 100% (all want to continue participating in the program)

2. I do not participate in activities because I am afraid of what others may think.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 1, 3, 2, 4

MEAN: 2.5 or 2 (if excluding 4th student that did not finish)

Post Survey

Circle: 1 2 3 4 5

RESULTS: 1, 1, 2

MEAN: 1.33 (improvement :))

3. I find it hard to work with a group of people.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 4, 2, 2, 5

MEAN: 3.25 or 2.67 (if excluding 4th student)

Post Survey

Circle: 1 2 3 4 5

RESULTS: 2, 2, 3

MEAN: 2.333 (improvement)

4. I have a hard time understanding how other people are feeling.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 1, 4, 4, 3

MEAN: 3 or 3 (even if excluding 4th student)

Post survey

Circle: 1 2 3 4 5

RESULTS: 3, 5, 2

MEAN: 3.33 (mild decline)

5. If something looks hard I avoid doing it.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 1, 1, 4, 4

MEAN: 2.5 or 2 (if excluding 4th student)

Post survey

Circle: 1 2 3 4 5

RESULTS: 3, 2, 1

MEAN: 2 (improve with 3 students, stay the same with 4 students)

6. I have a hard time controlling my feelings.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 1, 1, 5, 4

MEAN: 2.75 or 2.33 (if excluding 4th student)

Post Survey

Circle: 1 2 3 4 5

RESULTS: 4, 2, 2

MEAN: 4 (declined or became more self-aware)

7. I feel I do not have much to be proud of.

Pre-Survey

Circle: 1 2 3 4 5

RESULTS: 1, 2, 2, 3

MEAN: 2 or 1.67 (excluding 4th student)

Post Survey

Circle: 1 2 3 4 5

RESULTS: 4, 2, 1

MEAN: 2.333 (decline)

Please respond to the following questions:

8. What stops you from doing activities you would like to do?

RESPONSES:

Pre-Survey

-AGE

- NOTHING
- QUEEN, MOM AND DAD
- FEELING LIKE I CAN'T DO THEM, BEING SHY

Post Survey

- MOM/DAD OR OTHERS
- NOTHING
- SOMETIMES

9. How can you tell when someone is upset?

RESPONSES:

Pre-Survey

- FACE, TONE, BODY LANGUAGE
- THEIR FACE
- CRYING, SHY, AND OTHER STUFF
- BY LOOKING IN THEIR EYES

Post Survey

- YES
- THEIR FACE
- SAD FACE, RED

10. How do you communicate your feelings to others?

RESPONSES:

Pre-Survey

- SPEAKING
- SOMETIMES BAD WORD RARE
- NO IDEA
- I TRY AND TALK

Post Survey

- TALK IT OUT
- I DON'T REALLY DO THAT
- TALKING

11. When you are feeling angry, what do you do to control your emotions?

RESPONSES:

Pre-Survey

- TALK
- PUNCH SOMETHING BUT NOT YOU!!
- GET AWAY
- BREATHE

Post Survey

- TAKE IT HOME
- SCREAM AND YELL ONLY WHEN NOTHING IS AROUND

-TAKE A DEEP BREATH

12. What did you enjoy most about this program?

RESPONSES:

Post Survey

-IT IS FUN AND I HAVE LEARNED NEW THINGS

-EVERY THING P.S CRY, MISS YOU

-HORSES

Appendix E: *MEC Faculty Post Survey Results*

On a scale of 1-5, please rate the following five questions:

1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree

1. The students seemed to enjoy the equine program.

Circle: 1 2 3 4 5

RESULTS: 5, 5, 5, 5, 5

MEAN: 5

2. I have observed an increase in confidence in at least 50% of the participants.

Circle: 1 2 3 4 5

RESULTS: 4, 5, 4, 5, 5

MEAN: 4.6

3. I have observed an increase in the students' ability to work with others in at least 50% of the participants.

Circle: 1 2 3 4 5

RESULTS: 3, 4, 4, 5, 5

MEAN: 4.2

4. I have observed an increase in self-efficacy in at least 50% of the participants.

Circle: 1 2 3 4 5

RESULTS: 3, 3, 3, 5, 5

MEAN: 3.8

5. I have observed an increase in empathy in at least 50% of participants.

Circle: 1 2 3 4 5

RESULTS: 4, 4, 4, 5, 4

MEAN: 4.2

6. I would like to see this program continued next year.

Circle: 1 2 3 4 5

RESULTS: 5, 5, 5, 5, 5

MEAN: 5

What do you think went well?

- Organizing, planning, sessions with curriculum
- The students seemed to love the time out with the horses
- Organized, well thought-out, communication and results. All great!
- All aspects went well.

How could this program be improved?

- More often, longer time

- We should expand it to more kids and longer time in the year like November – May
- Scheduling, notification (student selection)
- A longer session. More students and ties to 4-H?
- Possibly including reflection writing/goal setting

Is there anything else you would like to share with us?

- Thank you for all the work you put into this!
- It would be great to get the kids riding at some point
- I hope to support this program in any way in the future
- It was wonderful to see the change in the students while working with the horses. I observed a district change, for better, in the students in the school environment
- Thank you for providing transportation

